

# 4th Grade Literature

The literature of 4th Grade lends itself well to continued support of the student's development in the rhetorical arts. As the students study proverb in language, they learn to praise or refute a proverbial saying. The literature selections for 4th Grade abound with sayings that may be praised or refuted.

The adventures in Literature will abound as students journey through various texts through the course of the year. We encourage you to join your students on their literary adventures so as to also join them in meaningful conversation about their reading. The worst thing we can do for students is deconstruct literature so much that they cannot even see the story for the words. Certainly literature deconstruction allows for "convenient" busywork, but it can kill a child's love of reading. If a child reads, he will naturally pick up on character development, plot development, etc. These things can also come up naturally in conversation.

In addition to encouraging your child to read and providing him with good literature to read, be sure to let your child see you reading, too. Reading isn't something we just do for school, it is something we can do for fun our entire lives!

While the 4th Grade Literature curriculum calls for the reading of certain texts, students should certainly be encouraged to read other books throughout the year as well.

Main texts for 4th Grade Literature:

- Adventures of Sherlock Holmes by Sir Arthur Conan Doyle ([Link to an electronic version](#))
- David Copperfield by Charles Dickens ([Link to an electronic version](#))
- Hans Brinker by Mary Mapes Dogdes ([Link to an electronic version](#))
- Heidi by Johanna Spyri ([Link to an electronic version](#))
- Little Women by Louisa May Alcott ([Link to an electronic version](#))
- The Three Musketeers by Alexander Dumas ([Link to an electronic version](#))

Teachers should make every effort not to make reading laborious for the student. However, students should be encouraged, for example, if they come across a word that cannot be surmized by context, to pause in their reading and look up the word in the dictionary. Again, at the risk of making reading laborious, students should be encouraged to keep a literature notebook that contains newfound words or words they find interesting. This same notebook could also be a place to record questions they have about what they are reading, names of characters (especially if there are many characters to remember), etc.

Encourage students to recall what they have read in your discussions about the literature at hand. Use these recollections as the start of casual conversation about what the student is reading (much like a book club). If a student recalls something particularly interesting or strange that happened in the story, probe deeper with questions like "why do you think \_\_\_\_\_ did that?" or "why do you think that happened?" If these conversations are commonplace, it will reinforce for the student to be an attuned reader, even when reading literature for pleasure.




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## The Adventures of Sherlock Holmes by Sir Arthur Conan Doyle

### Topics:

- Ten Commandments

### Textbook reference and written work:

- The Adventures of Sherlock Holmes by Sir Arthur Conan Doyle
  - [Link to an electronic version](#)

### Suggested Daily Schedule:

- Day 1: Individual reading (as student ability dictates. Alternately, teacher may read aloud)
- Day 2: Read aloud by teacher and informal discussion
- Day 3: Individual reading (as student ability dictates. Alternately, teacher may read aloud)
- Day 4: Read aloud by student and informal discussion
- Day 5: Individual reading (as student ability dictates. Alternately, teacher may read aloud)

### Activity and Discussion Ideas:

(more to come)

- **How to have a discussion**

- Having a discussion should be a natural part of interacting with a text. As you read, allow children to exercise their natural curiosity through questions.

- **Proverb**

- In 4th Grade Language, students learn and exercise the skill of Proverb in the Progymnasmata. A proverb is a summary declarative statement, recommending or condemning something. Even a brief encounter with Sherlock Holmes reveals his use of this rhetorical skill. As students read, encourage them to find examples of Holmes' declarative statements. Students may then exercise their skill of amplifying such a statement as they do in their Language exercises.

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 David Copperfield by Charles Dickens

Not available

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 Heidi by Johanna Spyri

Not available

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 Hans Brinker; Or, The Silver Skates by Mary Mapes Dodge

Not available

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 Little Women by Louisa May Alcott

Not available

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 The Three Musketeers by Alexandre Dumas

Not available

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